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Unveiling Teachers' Capabilities and Challenges in Teaching Specialized Sports Events in SPS Schools in South Cotabato: A Phenomenological Study

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Abstract

Aim: In South Cotabato, the Special Program in Sports curriculum faces challenges due to varying teacher competencies, with non-specialist teachers struggling with gaps in knowledge, skills, and motivation. This paper aimed to explore teachers' capabilities, challenges, coping strategies, and support mechanisms in delivering specialized sports events within the Special Program in Sports (SPS).

Methodology: The study used a transcendental phenomenological approach to explore the lived experiences of SPS teachers. Fourteen purposively selected participants took part in one-on-one in-depth interviews, providing detailed insights into their capabilities and challenges in teaching specialized sports events.

Results: The study revealed that SPS teachers in South Cotabato possess diverse sports backgrounds, engage in continuous learning, and demonstrate confidence in their core teaching skills while recognizing areas for growth. However, they face challenges such as limited resources, time constraints, student-related issues, and the complexity of teaching varied skill levels. In response, teachers employ strategies like leveraging expertise, creatively managing resources, adapting instruction, and fostering collaboration. To strengthen their capabilities, they identified the need for ongoing professional development, institutional support, stakeholder involvement, and peer collaboration.

Conclusion: The study concludes that while SPS teachers possess diverse backgrounds and practical skills, they require continuous professional development and support to address challenges like limited resources, time constraints, and varied student needs. Through adaptive strategies and stakeholder collaboration, ongoing training and support can enhance teaching effectiveness and ensure the success of specialized sports programs. DepEd and stakeholders should provide continuous training, better resources, and innovative teaching to improve program outcomes.

Keywords: Special Program in Sports, teacher competencies, challenges, coping strategies, support mechanisms

INTRODUCTION

In South Cotabato, the implementation of the Special Program in Sports (SPS) curriculum faces significant challenges, largely due to the varying competencies of teachers tasked with delivering specialized sports events. Many teachers, especially those who are not specialists in sports, struggle with gaps in knowledge, teaching skills, and motivation. These difficulties hinder the effectiveness of physical education instruction, creating a pressing need for targeted professional development. While much attention has been given to the general improvement of physical education, little has been done to spotlight the unique struggles and strengths of SPS teachers. Without a clear understanding of their capabilities and challenges, efforts to enhance SPS programs risk falling short of their true potential.

International studies have highlighted similar concerns. Peng and Jiang (2023) investigated the competencies of physical education teachers at the basic education level in China, identifying six key themes: competency characteristics, knowledge characteristics, teacher moral characteristics, motivation characteristics, values characteristics, and personality characteristics. Nioda and Tagare (2024) examined the experiences of non-physical education generalist teachers, noting challenges such as a lack of specialized training and understanding of



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required skills. Silviah (2024) analyzed the role of teacher competence in improving education quality, underscoring its significance. Research has also examined the competencies of out-of-field public senior high school teachers in teaching physical education, confirming that mastery of subject discipline is essential (Mesias, 2022).

Nationally, similar issues have been observed. Matira and Ofirin (2024) investigated physical education teachers in Calamba City, Philippines, revealing that while teachers performed satisfactorily in instruction and classroom management, disparities existed based on educational attainment and teaching experience. Benzon (2019) studied the competencies of physical education teachers at the University of Eastern Philippines, identifying challenges such as lack of in-service training and inadequate sports equipment. Lapesigue (2024) analyzed the competence and performance of physical education teachers using modular learning delivery modes, highlighting areas for improvement.

Hence, this study aimed to explore the capabilities and competencies of teachers and the challenges they face when teaching specialized sports events within SPS-implementing schools in South Cotabato. While existing research has examined physical education teacher competencies, there remains a notable lack of studies that specifically focus on the Special Program in Sports (SPS) in South Cotabato (Villa et al., 2022). Although prior work has addressed related topics such as the lived experiences of athletes in the province and the approaches of primary-grade physical education teachers (Tagare, 2021), there has been no concentrated inquiry into the unique capabilities and challenges that SPS teachers encounter in this setting. This publication gap underscores the need for targeted research to strengthen sports education initiatives and ultimately enhance student performance within the region.

This study assumed that SPS teachers in South Cotabato have varying competence levels in teaching specialized sports, influenced by training, experience, and available resources. Grounded in Bandura's Social Cognitive Theory (1986), it highlights that teaching capability is shaped by personal experience, observational learning, and environment (Schunk & Zimmerman, 2011). Teachers' self-efficacy—their belief in their ability to teach effectively—significantly impacts their performance (Schunk & DiBenedetto, 2023). Their perceived competence, exposure to professional development, and motivation inform their teaching effectiveness in specialized sports events.

This study is also grounded in the Competency-Based Education (CBE) model by Spady (1994), which emphasizes equipping teachers with specific knowledge, skills, and attitudes for effective instruction (Voorhees & Bedard-Voorhees, 2014; Burke, 1989). CBE supports identifying required competencies, assessing current abilities, and addressing skill gaps—making it suitable for evaluating sports instruction in SPS schools. Bernikova (2017) reinforces this with the global shift toward practice-based education.

It also draws on the Instructional Systems Design (ISD) model by Dick and Carey (1996), a systematic framework for assessing needs, setting goals, and designing, implementing, and evaluating instruction (Ramma et al., 2020). ISD guided the study in evaluating teacher capabilities and instructional planning in SPS schools.

Together with Social Cognitive Theory, CBE and ISD promote teacher effectiveness by emphasizing self-efficacy, structured planning, and learner engagement—helping address gaps in skills, motivation, and resources to enhance specialized sports instruction.

Objectives

This study aimed to unveil teachers' capabilities and challenges in teaching specialized sports events in SPS schools in South Cotabato.

Specifically, it sought to address the following questions:

1. What are the perceived capabilities and competencies of teachers in teaching specialized sports events in SPS schools in South Cotabato?
2. What challenges do teachers encounter in teaching specialized sports events within the SPS program?
3. How do teachers address the challenges they encounter in teaching specialized sports events within the SPS program?
4. What support mechanisms do teachers identify as necessary to enhance their capabilities in teaching specialized sports events?



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METHODS

Research Design

This study used a qualitative design, specifically transcendental phenomenology, to explore teachers' capabilities and challenges in teaching specialized sports events in SPS schools in South Cotabato. Phenomenology examines lived experiences by understanding how individuals perceive and express their realities (Delmas & Giles, 2023; Muñoz & Sanchez, 2023; Sanchez & Sarmiento, 2020). Guided by Husserl's approach, transcendental phenomenology emphasizes bracketing biases (epoche) to gain a clearer view of participants' perspectives. This method allowed the researchers to uncover the essence of teachers' experiences, highlighting how they interpret and respond to challenges in their roles.

Population and Sampling

This study involved 14 teachers from seven secondary schools in South Cotabato: Banga, Libertad, Sto. Niño, Norala, T'boli, Tupi, and Polomolok National High Schools. Each school contributed two teachers handling specialized sports under the Special Program in Sports (SPS).

Participants were selected through purposive sampling based on the following criteria: (a) currently teaching SPS for Grades 7–10; (b) with direct experience in coaching specific sports disciplines; (c) with at least three years of SPS teaching experience; (d) actively implementing the sports curriculum; and (e) willing to participate in in-depth interviews and share their experiences.

Instrument

This study used in-depth interviews (IDI) guide as the main data collection method to capture detailed perspectives on SPS teachers' capabilities and challenges in teaching specialized sports events (Rutledge & Hogg, 2020; Boyce & Neale, 2006). Semi-structured questions were developed, and validated by experts to ensure clarity, relevance, and alignment with the study's objectives.

Data Collection

Prior to the formal data gathering, the researchers obtained approval from the Dean of Graduate Schools at Sultan Kudarat State University to conduct the study. After receiving this approval, formal letters were sent to the principals of the selected schools—Banga National High School, Libertad National High School, Sto. Niño National High School, Norala National High School, T'boli National High School, Tupi National High School, and Polomolok National High School—requesting permission to interview teachers handling specialized sports events under the Special Program in Sports (SPS). Data collection was conducted from January to March 2025.

Before proceeding with the actual interviews, a trial interview was conducted to simulate the real data collection process. The main data collection involved one-on-one in-depth interviews with participants, each lasting approximately 60 to 120 minutes. The interviews were audio-recorded using a mobile phone to ensure accurate data capture. The recorded data were then transcribed verbatim and prepared for data analysis.

Data Analysis

The study used thematic analysis, as defined by Braun and Clarke (2006), to identify, interpret, and report patterns within qualitative data. This method enabled a structured examination of participant responses through six phases: (1) familiarizing with the data; (2) generating initial codes; (3) clustering codes into broader themes; (4) reviewing themes for coherence; (5) defining and naming themes; and (6) producing the report by presenting key themes that reflected teachers' experiences and insights in teaching specialized sports events.

Ethical Considerations

Ethical considerations in this study focused on participant well-being, privacy, and safety. Informed consent was obtained verbally and in writing after receiving school principals' permission. Participants were fully informed of the study's objectives, voluntary participation, and their right to withdraw at any time (Beauchamp & Childress, 2013). Vulnerabilities, such as socioeconomic status, were addressed, and risks were mitigated. Comfort during interviews was prioritized, with participants free to decline uncomfortable questions. Privacy was protected through pseudonyms, coding, and secure data storage on encrypted platforms.



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RESULTS and DISCUSSION

This chapter presents the study's results and deliberates the implications of data gathered through an interview guide questionnaire during the interview conducted with the participants. The presentation is organized based on the order of the problems in the statement of the problem.

1. Teachers Perceived Capabilities and Competencies in Teaching Specialized Sports Events

Five (5) emerging themes were identified through a thorough data analysis and interpretation, synthesized from various initial and clustered themes. These emerging themes are as follows: Diverse and Specialized Backgrounds in Sports, Self-Assessed Competence in Specialized Sports, Ongoing Professional Development and Self-Initiated Training, Confidence in Core Teaching Competencies with Recognition of Improvement Areas and Role of Competencies in Enhancing Student Development. These themes encapsulate teachers' perceived capabilities and competencies in teaching specialized sports events, highlighting their experiences, challenges and professional growth within SPS schools in South Cotabato.

Emerging Theme 1: Diverse and Specialized Backgrounds in Sports

Teachers in the SPS program possess a blend of practical experience and academic training, greatly enhancing their ability to teach specialized sports events. Many have backgrounds as athletes, coaches, and module developers, which 11 out of 14 participants identified as crucial to their teaching effectiveness. Their hands-on involvement and formal qualifications provide the confidence and competence needed to deliver specialized instruction.

This aligns with Larsson et al. (2021), who found that diverse practical experiences among PETE students enrich sports education by bringing varied perspectives. Similarly, Karakoc (2021) emphasized that combining theory and practice in teacher training is essential for preparing teachers in physical education. Northwest Missouri State University (2022) also highlighted the importance of multicultural and practically experienced teachers in meeting the needs of diverse student populations.

Overall, these findings underscore the value of diverse professional backgrounds in strengthening SPS programs. Integrating theory with practice, encouraging continuous development, and recruiting teachers with varied expertise can enhance teaching quality and student engagement.

Emerging Theme 2: Self-Assessed Competence in Specialized Sports

Teachers in the SPS program demonstrate a wide range of self-assessed competence, reflecting their subject knowledge, skill proficiency, and self-awareness in delivering specialized sports instruction. Their self-evaluations offer insight into their perceived abilities and commitment to growth. While some expressed high confidence based on experience and training, others acknowledged areas needing improvement, emphasizing the evolving nature of specialized sports teaching.

These findings align with Ma et al. (2025), who noted that teachers with high self-efficacy are more engaged in professional growth, while burnout hinders development. Baumgartner (2022) highlighted those capable teachers may underestimate their skills, stressing the need for balanced self-evaluation. Similarly, Spittle et al. (2023) linked confidence and motivation to teaching efficacy, suggesting that developing self-assessment skills in preservice teachers boosts effectiveness.

Overall, self-assessment plays a vital role in identifying strengths and growth areas. Supporting this with structured feedback, mentorship, and targeted training can enhance teacher confidence and instructional quality in the SPS program.

Emerging Theme 3: Ongoing Professional Development and Self-Initiated Training

This theme highlights teachers' commitment to continuous improvement through both formal and informal learning, ensuring they remain effective in specialized sports instruction. Recognizing the evolving demands of sports, teachers pursue professional development via structured programs and self-directed efforts to meet student needs. Of the 14 participants, around 8 actively joined formal training such as coaching seminars and national sessions, gaining updated techniques and increased confidence. Others complemented this with informal learning—using online resources or seeking mentorship—to address specific gaps and explore personal interests not covered in formal settings.



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These findings support Cardina and James (2025), who emphasized that identifying areas for growth leads to more effective instruction. Similarly, Hagedoorn et al. (2023), Amihan and Sanchez (2023), and Carvajal, et al. (2025) found that combining formal and informal learning is key to comprehensive development, adaptability, and staying current.

Overall, blending structured and self-initiated learning enhances teacher competence, fosters adaptability, and supports effective, student-centered instruction in specialized sports events.

Emerging Theme 4: Confidence in Core Teaching Competencies with Recognition of Improvement Areas

This theme highlights teachers' confidence in their core teaching abilities within specialized sports events, along with their self-awareness of areas for improvement. Teachers recognized their strengths—such as subject knowledge, technical skills, and classroom management—gained through experience. Ten of the 14 participants expressed high confidence in teaching fundamental techniques and managing student behavior. However, many acknowledged the need to enhance student skill progression, ensure consistent coaching, and address facility limitations. Teachers emphasized the importance of ongoing professional development in sport-specific training and pedagogical strategies.

These findings align with Morgan and Bourke (2008), who noted that experience boosts teaching confidence, and with Veloo and Md-Ali (2016), who pointed out that facility and knowledge gaps can hinder instructional effectiveness. Kahts-Kramer and Wood (2023) further emphasized the value of involving teachers in designing development programs to meet their unique needs.

Overall, the findings underscore the need to balance teacher confidence with continuous growth through targeted training, ensuring effective and adaptable sports instruction.

Emerging Theme 5: Role of Competencies in Enhancing Student Development

This theme highlights the importance of competencies in effective teaching and student development in specialized sports events. Teachers emphasized that a structured progression from basic to advanced skills improves student learning, performance, and personal growth, including discipline, motivation, and attitude. All 14 participants agreed that competencies are central to their teaching. This approach allows steady skill development, enhancing student performance both on and off the field. However, some teachers raised concerns about adapting competencies to diverse skill levels and learning styles, emphasizing the need for flexibility.

These findings support Jafar et al. (2023), who emphasized the value of structured skill progression, and Marcotte and Gruppen (2022), who noted that competency-based education enhances integrative learning and motivation. Ryspaeva et al. (2024) further emphasized its impact on student engagement, while McNamee et al. (2007) pointed out the challenges of adapting instruction to varied learner needs.

In conclusion, while competencies are key to developing technical skills and positive student behaviors, effective implementation requires targeted training and adaptable strategies to meet diverse learning needs.

2. Challenges Encountered in Teaching Specialized Sports Events

Five (5) emerging themes were identified through thorough data analysis and interpretation, synthesized from various initial and clustered themes. The five emerging themes were as follows: Resource Limitations (Equipment, Facilities, Financial Constraints), Time Constraints and Scheduling Conflicts, Student Attendance, Motivation, and Behavioral Challenges, Assessment and Diverse Skill Level Challenges, and Inherent Challenges of Specialized Sports Events. These themes encapsulate the experiences of teachers in delivering specialized sports events, highlighting the obstacles they face in ensuring effective instruction and student development.

Emerging Theme 1: Resource Limitations (Equipment, Facilities, Financial Constraints)

Resource limitations were identified as a major challenge to delivering specialized sports events instructions, with 7 out of 14 participants citing issues such as outdated or damaged equipment, inadequate facilities, and financial constraints. These challenges hinder training quality and limit student engagement and development. Teachers noted that while schools provided some resources, many were insufficient or below standard, affecting both safety and skill-building—especially in equipment-dependent sports like Taekwondo and football. Financial challenges also prevented some students from acquiring necessary gear, widening the gap between those who can afford quality equipment and those who cannot.



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These findings align with Sanni et al. (2018), who linked poor athletic performance to inadequate facilities, and Solomon (2020), who found that financial costs significantly impact youth sports participation. Mudd et al. (2024) also highlighted how resource disparities lead to unequal participation across socioeconomic backgrounds.

Overall, the study underscores that insufficient resources and funding create inequities in sports training. Addressing these issues through increased support, funding, and partnerships is essential to ensure equal opportunities for all students.

Emerging Theme 2: Time Constraints and Scheduling Conflicts

Time constraints and scheduling conflicts emerged as key challenges in delivering effective sports training within the Special Program in Sports (SPS). About 4 out of 14 participants noted that the one-hour sessions were too short for skill development, especially in sports requiring intensive practice and personalized coaching. Teachers expressed the need for longer or more flexible training hours, suggesting afternoon or weekend sessions. However, school duties and other responsibilities often limited available time. External disruptions such as weather and school events also interrupted training, making consistent practice difficult.

These issues align with Stanek et al. (2015), who found that academic and work demands limit students' ability to engage in physical activity. Similarly, Ator and Ortizo (2024) emphasized the challenge of balancing academic and athletic roles, calling for better time management and institutional support.

Overall, the findings point to the need for extended training hours, flexible scheduling, and stronger institutional support to enhance both student development and program success.

Emerging Theme 3: Student Attendance, Motivation, and Behavioral Challenges

Student attendance, motivation, and behavioral issues were major barriers to effective specialized sports training, with about 6 of 14 participants identifying them as key challenges. Inconsistent attendance and tardiness disrupted lessons and hindered skill development, making personalized instruction difficult. Teachers also noted a lack of discipline and commitment, with many students taking a casual approach to training and failing to grasp the dedication required. Modern distractions like gadgets and social media further reduced student focus and engagement, which is especially detrimental in sports requiring consistency and mental resilience.

These challenges align with Deci and Ryan's (1985) Self-Determination Theory, which highlights the importance of autonomy, competence, and relatedness in sustaining motivation. When students feel forced rather than internally driven, motivation declines. Bandura's (1977) Social Learning Theory also emphasizes the impact of modeled behavior, showing that inconsistent expectations from coaches can lead to disengagement.

The findings call for targeted strategies to improve attendance and motivation, such as goal-setting, mentorship, parental involvement, and sports psychology techniques to build a disciplined and supportive training environment.

Emerging Theme 4: Assessment and Diverse Skill Level Challenges

The challenge of assessing diverse skill levels in specialized sports events emerged as a major concern, with about 8 of 14 participants citing it as a key barrier. Students' progress at different rates, especially in technical sports like Taekwondo and Sepak Takraw, making uniform evaluation and tailored instruction difficult. This issue was worsened in multi-grade and large classes, where the range of abilities and limited teacher attention made individualized feedback challenging. Inconsistent attendance further disrupted progress tracking, especially for sports requiring mastery of complex techniques.

These challenges reflect Vygotsky's (1978) idea that optimal learning requires support tailored to each learner's level—a difficult task in varied, crowded settings. Bloom's (1984) Taxonomy also stresses assessments should go beyond basic skills to evaluate application and strategy, which is hard to achieve under current constraints.

The findings emphasize the need for adaptive assessments, such as grouping by ability, using video analysis, and providing teacher training in differentiated evaluation to better support student development in specialized sports.

Emerging Theme 5: Inherent Challenges of Specialized Sports Events

This theme highlights challenges that hinder specialized sports events. About 4 out of 14 participants identified issues such as limited accessibility, low participation, and coaching shortages, driven by financial barriers and program constraints. Expensive gear and fees make sports like Taekwondo inaccessible to low-income students, creating unequal participation. Low student interest, time constraints, and academic pressures also reduce



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recruitment and threaten program sustainability. Additionally, the lack of qualified coaches, especially in less popular sports, limits quality training and student development. Many students start without basic knowledge, requiring coaches to reteach fundamentals, delaying progress.

These findings align with Pandya (2021) who emphasize how financial barriers and limited program quality reduce youth participation. TRINE University (2025) also stresses the importance of coach training for effective, age-appropriate instruction.

To improve specialized sports events programs, schools should pursue funding, raise awareness, and offer mentorship. Early foundational sports education and coach development are essential for equity and long-term success.

3. Strategies Employed to Address Challenges in Specialized Sports Events

Four (4) emerging themes were identified through comprehensive data analysis and interpretation, synthesized from various initial and clustered themes. The four emerging themes were as follows: Leveraging Personal Expertise and Extended Training, Creative Resource Mobilization, Tailoring Instruction to Diverse Student Skill Levels, and Collaborative Efforts and Stakeholder Engagement. These themes reflect the strategic approaches employed by teachers to enhance specialized sports events, emphasizing adaptability, resourcefulness, and collaborative initiatives to ensure effective instruction and student development.

Emerging Theme 1: Leveraging Personal Expertise and Extended Training

Teachers in specialized sports events often rely on their expertise to overcome challenges and support student learning. About 8 out of 14 participants emphasized the importance of extending training beyond class hours for extra guidance, especially for advanced skills or struggling students. Some teachers assigned leadership roles to skilled students, like Taekwondo blackbelts, promoting peer learning. They used varied methods—lectures, demonstrations, and practical exercises—to engage students with complex techniques. Sports psychology was applied to build mental resilience, and drills were turned into games to maintain motivation and encourage independent mistake correction.

These strategies align with Turocy (2016) findings on the impact of instructor expertise, which suggests that instructors who draw upon their personal experiences and specialized knowledge can effectively address challenges and enrich the educational experience for students in specialized sports events.

Overall, the study highlights the importance of teacher experience, peer-assisted learning, and diverse teaching approaches in fostering skill development, engagement, and leadership. Supporting teachers through training and mentorship can strengthen specialized sports education.

Emerging Theme 2: Creative Resource Mobilization

Despite limited resources, teachers in specialized sports events demonstrate creativity and dedication in ensuring effective training and competition. All 14 participants shared strategies for addressing shortages in equipment, facilities, and funding. Common approaches included borrowing or sharing equipment across sports, engaging external stakeholders like parents, alumni, and LGUs for donations, sponsorships, and fundraising. These efforts met immediate needs and fostered a supportive school community. Some teachers even used their own money or encouraged students to bring personal equipment, reflecting strong commitment and promoting student responsibility.

These strategies align with Simwanza and Mabagala (2022) study on school managers in Tanzania and the Aspen Institute (2022) findings on community partnerships in under-resourced sports programs. Both emphasize collaboration and shared responsibility in overcoming constraints.

The findings underscore teachers' resilience and proactive efforts to sustain specialized sports programs. Formalizing these practices through structured funding and support networks can help ensure long-term success.

Emerging Theme 3: Tailoring Instruction to Diverse Student Skill Levels

Managing the diverse range of student skill levels is a key challenge in specialized sports events. All 14 participants emphasized the need to adapt teaching strategies to meet these varying abilities. Common approaches include grouping students by skill level, creating personalized training plans, and using peer-assisted learning. Grouping by ability allows for focused sessions, with beginners receiving foundational training and advanced athletes tackling more complex tasks. In multi-grade classes, teachers divide students into smaller groups for more tailored

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instruction. Peer-assisted learning, where skilled students mentor beginners, fosters collaboration and reinforces learning. Additionally, individualized training plans cater to each student's pace, strengths, and areas for improvement.

Collaboration among teachers and sports coordinators plays a vital role. Sharing best practices and mentoring newer instructors supports consistent, inclusive teaching. This aligns with differentiated instruction strategies and research by The PE Project (2022) and Jenkinson et al. (2014), which highlight the value of ability-based grouping and peer learning in improving performance and engagement.

Overall, differentiated instruction, peer mentorship, and collaborative planning are essential for addressing diverse skill levels. Institutional support through training and structured frameworks can help sustain these practices.

Emerging Theme 4: Collaborative Efforts and Stakeholder Engagement

Collaboration and stakeholder engagement are essential for addressing challenges in specialized sports events. 12 out of 14 participants highlighted the importance of teamwork within the school and with external partners to improve teaching and student outcomes. Regular meetings with coordinators, department heads, and coaches helped refine strategies and solve issues. Mentoring by senior teachers enhanced teaching quality, while teacher-adviser coordination improved student engagement through monitoring attendance, discipline, and progress. External partnerships with specialized trainers also brought expert knowledge, enhancing instruction, especially in technical sports.

Collaboration also extended to parents, alumni, and local government units (LGUs), who supported programs through donations, financial assistance, and event organization. Kalar et al. (2019) and de Jong et al. (2023) emphasized how involving diverse stakeholders fosters better decision-making, problem-solving, and educational outcomes.

Overall, collaboration among teachers, administrators, and external partners enhances teaching effectiveness and resource access, ensuring sustainable and inclusive sports programs.

4. Support Mechanisms Identified to Enhance Teachers' Capabilities in Specialized Sports Events

Four (4) emerging themes were identified through comprehensive data analysis and interpretation, synthesized from various clustered themes and significant statements. The four emerging themes were as follows: Professional Development and Training Opportunities, Administrative and Institutional Support, Parental, Community, and Stakeholder Support, and Collaboration and Peer Support. These themes encapsulate the support mechanisms that enhance teachers' capabilities in delivering specialized sports events, highlighting the resources and strategies that contribute to effective instruction and student development.

Emerging Theme 1: Professional Development and Training Opportunities

Professional development is crucial for strengthening teachers' capabilities in specialized sports events. All 14 participants emphasized the need for continuous training to improve teaching and stay updated with current coaching strategies. They preferred hands-on workshops over lectures for their practical benefits and valued international and online training for exposing them to global best practices. Active involvement in sports—as coaches, athletes, or officials—was also seen as key to enhancing both technical and psychological coaching skills.

These findings align with Hanson (2024) assertion that effective coaches consistently seek professional growth. Various forms of training, including workshops and online seminars, help teachers stay updated and responsive to evolving sports methodologies.

Institutional support for continuous development is crucial for enhancing teachers' mentoring skills and ensuring the long-term success of specialized sports programs.

Emerging Theme 2: Administrative and Institutional Support

Administrative support is essential for sustaining specialized sports events. Participants stressed the need for resources, facilities, and opportunities from school administrations. Key support includes equipment, funding, and workload adjustments, allowing teachers to focus on instruction. Teachers also called for improved infrastructure, financial aid for training and competitions, and flexibility in academic requirements for student-athletes. Support for joining external events and developing assessment tools was also deemed important.



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These findings align with Boquel and Junsay (2023), who stressed that better-equipped, well-funded sports programs yield stronger results. Their study highlighted the importance of investing in facilities, training, and staff to maintain program quality.

Ultimately, strong administrative backing fosters an environment where specialized sports events can thrive and contribute meaningfully to student development.

Emerging Theme 3: Parental, Community, and Stakeholder Support

Participants highlighted that the success of specialized sports events relies not only on school administration but also on the active involvement of parents, community organizations, LGUs, and other stakeholders. This network provides essential financial and moral support, sustaining and enhancing programs. Parental engagement—through encouragement, transportation, and financial aid—was emphasized as crucial for boosting student participation. Community organizations and LGUs play key roles through sponsorships, logistical support, and funding. Partnerships with NGOs and PTAs enhance financial stability, sustainability, and program transparency.

These findings align with Bonavolontà et al. (2021) and Project Play (2020), who underscored the importance of collaborative efforts among schools, families, and communities.

Such partnerships ensure long-term support, helping overcome logistical challenges and broadening opportunities for student-athletes.

Emerging Theme 4: Collaboration and Peer Support

Collaboration among teachers and sports education experts is essential for successful sports events. Findings highlight that peer mentoring, idea sharing, and open communication enhance instructional strategies and coaching growth. Teamwork helps address instructional gaps, adapt to trends, and ensure training continuity. Participants also emphasized the importance of engaging with sports experts and joining professional networks to stay updated on advanced methods and expand their expertise.

These findings align with Darling-Hammond et al. (2017), who emphasized the positive effects of professional learning communities on teaching quality and student performance.

Promoting collaboration and knowledge-sharing among teachers strengthens specialized sports events and fosters a culture of continuous learning and instructional improvement.

Conclusions

The study found that teachers in specialized sports events combine practical experience with formal training in their instruction. While confident in their skills, ongoing professional development is crucial for adapting to new methods and meeting student needs. Structured competencies are essential for skill development and progressive learning. Despite their expertise, teachers face challenges like limited resources, time constraints, and student motivation issues. Assessing varying skill levels in multi-grade settings and the lack of passionate coaches also complicates teaching. Teachers address these by leveraging expertise, extending training hours, and using motivational strategies. Resource mobilization and collaboration with stakeholders help overcome constraints, while differentiated instruction ensures proper guidance. Enhancing teacher capabilities requires professional development, institutional support, and partnerships with sports organizations and the community to improve coaching and resource access for sustainable sports education.

Recommendations

To enhance the effectiveness of specialized sports events, the Department of Education (DepEd), school administrators, and stakeholders are encouraged to implement continuous professional development programs for teachers, focusing on innovative teaching strategies, sports pedagogy, and evolving instructional methods. The study underscores the necessity for addressing common challenges such as inadequate resources, teacher workload, and student engagement, which requires increased funding for facilities, equipment, and structured support systems, including mentorship and access to instructional materials. SPS teachers are also encouraged to maintain their expertise while incorporating innovative approaches like skill-based grouping, peer-assisted learning, and extended training hours to improve student outcomes.



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